DOCUMENT RESUME

ED 137 953 EA 009 431

AUTHOR Williams, Fred D.
TITLE School District Needs Assessment for Curriculum Improvement.
PUB DATE 26 Feb 77
NOTE 18p.; Paper presented at the Annual Meeting of the American Association of School Administrators (109th, Las Vegas, Nevada, February 25-28, 1977)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Advisory Committees; *Citizen Participation; *Consultants; Educational Objectives; *Educational Planning; Elementary Secondary Education; Models; *Needs Assessment; Parent Participation; School Systems; Student Participation; Teacher Participation
IDENTIFIERS *Fort Thomas Public Schools KY

ABSTRACT

The speaker outlines the steps involved in planning and implementing a needs assessment program. He emphasizes the hiring of a consultant and the involving of parents, students, teachers, and other members of the community in the planning process. (IRT)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED137953

46

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SPEECH DELIVERED

BY

DR. FRED D. WILLIAMS, SUPERINTENDENT

FORT THOMAS PUBLIC SCHOOLS

FORT THOMAS, KENTUCKY

AASA CONVENTION IN LAS VEGAS

SATURDAY, FEBRUARY 26, 1977

"SCHOOL DISTRICT NEEDS ASSESSMENT FOR CURRICULUM IMPROVEMENT"

EA 009 431

INTRODUCTION

IT IS BUDGET-MAKING TIME AND THE SCHOOL SUPERINTENDENT IS RECOMMENDING THAT ADDITIONAL STAFF MEMBERS BE EMPLOYED IN THE FIELDS OF SPECIAL EDUCATION AND VOCATIONAL EDUCATION. FURTHERMORE, HE IS RECOMMENDING THAT A READING SUPERVISOR BE ADDED AT THE CENTRAL OFFICE. IMAGINE THE DIALOGUE THAT COULD TAKE PLACE IN THE BOARD MEETING WHEN THESE TWO PROPOSALS SURFACE FOR THE FIRST TIME. LIKEWISE, CONSIDER WHAT DIRECTION THE DISCUSSION WOULD PROBABLY TAKE IF THESE RECOMMENDATIONS ARE THE OUTGROWTH OF A COMPREHENSIVE PLANNING PROCEDURE THAT INCLUDED REPRESENTATIVES FROM THE VARIOUS EXTERNAL AND INTERNAL PUBLICS IN THE LOCAL SCHOOL DISTRICT.

THROUGHOUT THE COUNTRY, HUNDREDS OF SCHOOL COMMUNITIES ARE INVOLVING ADMINISTRATORS, TEACHERS, STUDENTS AND LAY CITIZENS IN COMPREHENSIVE PLANNING EXERCISES. THESE ARE DESIGNED TO ASSIST THE LOCAL SCHOOL DECISION-MAKERS- SCHOOL BOARD MEMBERS AND SUPERINTENDENT -

AS THEY STRUGGLE WITH BUDGET PROBLEMS AT A TIME WHEN THE STUDENT POPULATION IS DECREASING BUT EDUCATIONAL COSTS CONTINUE TO CLIMB.

MY PRESENTATION THIS MORNING WILL DEAL PRIMARILY WITH NEEDS ASSESSMENT ACTIVITIES. HOWEVER, ATTENDANT PROCESSES THAT MUST BE INCLUDED WHEN A NEEDS ASSESSMENT PROGRAM IS BEING UNDERTAKEN WILL ALSO BE DISCUSSED.

THE FIRST STEP THAT SHOULD TAKE PLACE IS THE PRE-PLANNING.

I - PRE-PLANNING. DURING THIS STAGE SOME BASIC DISCUSSION AND POLICIES MUST BE MADE BY THE SCHOOL BOARD. FOR EXAMPLE, WHO IS TO BE IN CHARGE? WHO IS TO BE INVOLVED? WILL AN OUTSIDE CONSULTANT BE USED? IS THE SCHOOL BOARD WILLING TO IDENTIFY AND MAKE PUBLIC THE SCHOOL SYSTEM'S DEFICIENCIES?

II - GOAL DEVELOPMENT. AT THIS STAGE THE AGE-OLD QUESTION OF WHICH CAME FIRST, THE CHICKEN OR THE EGG, ENTERS INTO THE PICTURE. EXCEPT HERE, THE QUESTION BECOMES SHOULD THE GOALS BE IDENTIFIED BEFORE THE NEEDS ASSESSMENT IS MADE? IN MY OPINION, THE GOALS DEVELOPMENT PROCESS OR STAGE PRECEDES THE NEEDS ASSESSMENT PROCESS. WHEN THIS IS DONE THE INITIAL PRODUCT

BECOMES A SET OF EDUCATIONAL GOALS FOR THE DISTRICT. THEY ARE USUALLY STATED IN VERY BROAD TERMS AND WITHOUT ANY CONSIDERATION AS TO HOW EFFECTIVE THE SCHOOLS ARE AT THE PRESENT TIME.

IN THE GOALS DEVELOPMENT STAGE PARTICIPANTS ARE REQUESTED TO IDENTIFY WHAT THEY WANT THEIR SCHOOLS TO DO. THE GOAL STATEMENTS ARE GENERALLY STATEMENTS OF OPTIMIZATION. THE GOAL STATEMENTS COULD BE IDENTIFIED BY THE PARTICIPANTS OR THEY COULD BE A PRE-DEVELOPED LIST SUCH AS THE ONE PREPARED AND DISSEMINATED BY PHI DELTA KAPPA. IF THE PHI DELTA KAPPA LIST IS USED PROVISIONS SHOULD BE MADE FOR THE LOCAL PARTICIPANTS TO ADD TO THE LIST ANY THAT ARE UNIQUE TO THAT SCHOOL SYSTEM. THIS FACILITATES THE PROCESS AND, ACCORDING TO PDK, THERE IS STRONG EVIDENCE THAT WHEN THEIR LIST IS COMPARED WITH GOALS DEVELOPED LOCALLY THEY USUALLY ARE QUITE SIMILAR.

NOT ONLY HAS PHI DELTA KAPPA PREPARED A LIST OF 18 GOAL STATEMENTS BUT IT, TOO, HAS PREPARED MATERIALS TO FACILITATE THE RANKING IN PRIORITY ORDER OF THE STATEMENTS BY REPRESENTATIVES FROM THE VARIOUS PUBLICS INVOLVED IN THE GOAL DETERMINATION PROJECT. THESE MATERIALS ARE VERY INEXPENSIVE AND SINCE THEY ARE NOT COPYRIGHTED THEY CAN BE REPRODUCED LOCALLY.

III - NEEDS ASSESSMENT.

AT THE STAGE OF THE COMPREHENSIVE PLANNING THE PARTICIPANTS HAVE TO FACE REALITY. THEY MUST ASK THEMSELVES, "HOW WELL ARE WE DOING AT THE PRESENT TIME?" OR, "WHERE ARE WE NOW?" OTHERS HAVE REFERRED TO THIS AS THE "WHAT IS?" STAGE. IN THE PERTINENT PHI DELTA KAPPA BOOKLET THE QUESTION IS STATED THUSLY: "HOW WELL ARE THE CURRENT SCHOOL PROGRAMS MEETING THIS GOAL?" AN ELEVEN POINT SCALE IS SUGGESTED FOR USE LOCALLY WITH THE COMMITTEE REPRESENTATIVES RESPONDING BY STATING:

EXTREMELY POOR

POOR

FAIR BUT MORE NEEDS TO BE DONE

LEAVE AS IS

TOO MUCH IS BEING DONE

THE NEEDS ASSESSMENT REQUIRES BOTH A DETERMINATION OF EXISTING CONDITIONS AND THE DISCREPANCY BETWEEN THE RETENTION OF THE STATUS QUO AND THE GOAL. TWO KINDS

OF DATA SHOULD BE USED TO DETERMINE THE DISCREPANCY. THE FIRST ONE COULD BE CONSIDERED AS "SOFT" WHICH WOULD BE PERSON'S PERCEPTIONS OF PERFORMANCE. THE ELEVEN POINT RATING SCALE WOULD BE MOST BENEFICIAL HERE. SINCE IT IS NOT ENOUGH TO BASE A FINAL DECISION ON PERCEIVED PERFORMANCE EVERY EFFORT SHOULD BE MADE TO OBTAIN "HARD" DATA. VARIOUS TESTS ARE AVAILABLE AND IN MOST COMMUNITIES, TEST DATA ARE AVAILABLE. FOR EXAMPLE, DATA REGARDING STUDENT ABSENTEEISM, ACHIEVEMENT TESTING, AND THE STUDENT HEALTH PROGRAM ARE OFTENTIMES ON FILE.

THE FINAL PRODUCT OF THE NEEDS ASSESSMENT STAGE IS A CLEARLY SPECIFIED STATEMENT AS TO THE DISCREPANCY BETWEEN "WHAT SHOULD BE" AND "WHAT IS". AT THISTIME THE VARIOUS PUBLICS ARE AWARE THAT:

1 - THE SCHOOL DISTRICT HAS GOALS THAT HAVE BEEN RANKED IN PRIORITY ORDER.

2 - IN SOME INSTANCES, BASED UPON BOTH PERCEPTIONS AS WELL AS HARD DATA SOME OR

ALL OF THE TOP PRIORITY GOALS ARE NOT BEING MET AS WELL AS THEY SHOULD BE.

IV - THE NEXT PLANNING PROCESS IS THE GENERATION OF ALTERNATIVES FOR BRIDGING THE GAP BETWEEN "WHAT SHOULD BE" AND "WHAT IS". A STARTING POINT COULD BE A "BRAINSTORMING" SESSION AT WHICH TIME PARTICIPANTS WOULD IDENTIFY VARIOUS ALTERNATIVES. DURING THIS PHASE A LARGE NUMBER OF TECHNICAL TOOLS AND SKILLS SHOULD BE USED. THESE COULD INCLUDE PROGRAM BUDGETING, PERT, COST-BENEFIT ANALYSIS, PROJECTIVE TECHNIQUES AND A REVIEW OF LITERATURE AND RESEARCH PERTAINING TO EACH ALTERNATIVE.

EACH ALTERNATIVE SHOULD BE ANALYZED IN TERMS OF ITS POTENTIAL EFFECTIVENESS FOR CORRECTING THE SHORTCOMING, COST AND TIME REQUIRED TO IMPLEMENT, ITS CONSEQUENCE ON OTHER GOALS, AND ITS POLITICAL FEASIBILITY. SINCE THERE WILL BE POSITIVE AND NEGATIVE ASPECTS SURROUNDING EACH ALTERNATIVE, BOTH CATEGORIES SHOULD BE IDENTIFIED AND CONSIDERED.

TAKING INTO CONSIDERATION EACH ALTERNATIVE COURSE OF ACTION, ITS COST, AND ITS ESTIMATED IMPACT, THE DECISION-MAKERS -- THE SCHOOL BOARD AND SUPERINTENDENT -- MAKE THE FINAL CHOICE. THIS DOES NOT PRECLUDE THE INVOLVEMENT OF THOSE DIRECTLY AFFECTED BY THE ULTIMATE DECISION PLAYING A MAJOR ROLE IN THIS PROCESS. OF COURSE, REFERENCE IS MADE TO OTHER ADMINISTRATORS, THE TEACHERS AND THE LEARNERS. THIS SHOULD BE READILY APPARENT WHEN THE NEXT STEP IS BEING CONSIDERED.

V - IMPLEMENTATION.

EVEN THOUGH THE ENTIRE COMPREHENSIVE PLANNING PROCEDURE HAS BEEN CARRIED OUT IN A MOST SCIENTIFIC MANNER, THE PROOF OF THE PUDDING IS IN THE IMPLEMENTATION OF MEANINGFUL ACTIVITIES.

IF, BY CHANCE, ADMINISTRATORS (BUILDING LEVEL PRINCIPALS, FOR EXAMPLE) AND CLASSROOM TEACHERS HAVE NOT BEEN FULLY INVOLVED IN THE AFOREMENTIONED PROCESSES THERE IS A STRONG POSSIBILITY THAT THE COMPREHENSIVE PLANNING WILL RESULT IN NAUGHT. THIS IS ALL THE MORE REASON WHY THOSE

AFFECTED SHOULD BE BROUGHT INTO THE PLAN EARLY AND INVOLVED RIGHT THROUGH THE FINAL STAGE. OTHERWISE, THEY MIGHT TORPEDO IT.

THE FRESNO, CALIFORNIA MODEL INCLUDES SIX STEPS THAT WERE FOLLOWED DURING THE IMPLEMENTATION STAGE. THEY ARE:

1. REASSESS THE PROBLEM AND SOLUTION.
2. OUTLINE THE MAJOR ACTIVITIES.
3. CONSIDER ALL THE GROUPS AND AGENCIES WHICH WILL BE AFFECTED BY THE PROGRAM.
4. IDENTIFY THE REMAINING CONSTRAINTS.
5. IDENTIFY ALL THE ACTIVITIES AND SUB-ACTIVITIES AND THE PERSON WHO WILL BE RESPONSIBLE FOR CARRYING OUT EACH.
6. PLOT THE CALENDAR ASSIGNMENTS AND ACTIVITIES. INCLUDE TARGET DATES. A PERT DIAGRAM OR OTHER EASILY UNDERSTANDABLE CHART IS HELPFUL AND CLARIFIES AREAS OF RESPONSIBILITY.

VI. EVALUATION.

EVALUATION IS THE PROCESS OF DETERMINING HOW WELL THE

GOALS AND OBJECTIVES OF THE PROGRAM PLANNED HAVE BEEN, OR ARE BEING, ATTAINED. SUMMATIVE EVALUATION ASKS THE RETROSPECTIVE QUESTION, "HOW WELL DID IT WORK?" FORMATIVE EVALUATION ASKS THE QUESTIONS, "HOW WELL IT IS WORKING?"

THE TOOLS USED IN EVALUATION ARE NUMEROUS. SOME OF THE MORE READILY APPARENT ARE:

ACHIEVEMENT AND APTITUDE TESTS

ATTITUDE SCALES

REPORTS

SURVEYS

LOGS AND RECORDS

INTERVIEWS AND OBSERVATIONS

THE INFORMATION PROVIDED THROUGHOUT THE ON-GOING EVALUATION CAN BE THE FOUNDATION FOR THE NECESSARY REVISIONS. ANY PLAN OF ACTION THAT IS SO RIGID THAT IT CANNOT BE ADJUSTED TO MEET UNFORSEEN CIRCUMSTANCES AND CONDITIONS MIGHT BE MORE DETRIMENTAL THAN NO PLAN AT ALL. A KEY WORD BECOMES ADAPTABILITY AND NOT STRAIGHT-JACKETED.

SULTANT. IT'S A ONE-SHOT DEAL AND THERE CAN BE NO FUMBLING OR SLOWNESS OF ADAPTATION.

IN SELECTING THE OUTSIDE CONSUTLANT TO BE INVOLVED IN ANY OR ALL OF THE PROCESSES HERETOFORE MENTIONED THE PROBLEMS MUST BE CLEARLY DEFINED. THIS SHOULD RESULT IN THE DEVELOPMENT OF A SET OF SPECIFICATIONS WHICH INCLUDES THE FOLLOWING POINTS:

1. CLEAR OUTLINE OF THE SERVICES TO BE RENDERED.
2. DEFINITE STATEMENT AS TO HOW THE CONSULTANT WILL WORK IN CONDUCTING HIS STUDY.
3. EXPLICIT INFORMATION AS TO THE KIND OF REPORTS THAT ARE EXPECTED OF THE CONSULTANT.
4. WHAT FOLLOW-UP RESPONSIBILITIES, IF ANY, EXPECTED AFTER THE CONSULTANT'S REPORT HAS BEEN PREPARED.
5. HOW THE PROCEDURES COULD BE ALTERED OR AMENDED ONCE THE CONSULTANT HAS STARTED HIS WORK AND IT BECOMES EVIDENT THAT ALL THE PROBLEMS AND PROCEDURES HAD NOT BEEN CLEARLY ENOUGH DELINEATED IN ADVANCE OF THE STUDY.
6. HOW MUCH THE CONSULTANT WILL RECEIVE FOR HIS SERVICES AND ARRANGEMENTS FOR PAYMENT.

WHERE DO WE LOOK FOR THESE OUTSIDE CONSULTANTS? IN AMERICA, WE HAVE BECOME ACCUSTOMED TO LOOKING FOR A LICENSE OR SET OF CREDENTIALS THAT CERTIFY A MINIMUM LEVEL OF COMPETENCE IN PROFESSIONAL SERVICES. DOCTORS HAVE THESE, LAWYERS HAVE THESE, ARCHITECTS HAVE THESE AND YES, EVEN SUPERINTENDENTS HAVE THEM. FOR OUTSIDE CONSULTANTS, SUCH IS NOT THE CASE.

ACCORDING TO THE AASA PUBLICATION, "MANAGEMENT SURVEYS FOR SCHOOLS," THERE ARE SIX CATEGORIES WHERE WE CAN LOOK FOR CONSULTANTS. THEY ARE:

1. UNIVERSITIES. BUREAUS OF FIELD STUDIES AND RESEARCH.
2. STATE EDUCATION DEPARTMENTS.
3. MANAGEMENT CONSULTING FIRMS ESTABLISHED AS CORPORATION, PARTNERSHIP, OR INDIVIDUAL PROPRIETORSHIP.
4. EDUCATIONAL CONSULTANTS.
5. ARCHITECTURAL FIRMS.
6. COMMERCIAL FIRMS

IN MY JUDGMENT, THE SOURCES THAT WOULD APPEAR TO BE MOST WORTHY OF CONSIDERATION BY THE SHCOOL BOARD AND SUPERINTENDENT UNDERTAKING A NEEDS ASSESSMENT PROGRAM WOULD BE THE UNIVERSITIES,

STATE EDUCATION DEPARTMENTS AND MANAGEMENT CONSULTING FIRMS. REGARDLESS OF THE GROUP OR COMBINATION OF GROUPS SELECTED, THE DECISION MUST BE BASED ON WHAT ARE THE END RESULTS THAT THE SCHOOL DISTRICT IS LOOKING FOR, HOW THE RESULTS ARE NEEDED, AND WHO IS MOST APT TO MEET THE UNIQUE NEED OF THE LOCAL SCHOOL DISTRICT.

WHO IS TO BE INVOLVED IN THE VARIOUS PROCESSES INCORPORATED IN THE COMPREHENSIVE PLANNING THAT INCLUDES NEEDS ASSESSMENT? IF WE AS PUBLIC SCHOOL LEADERS ACCEPT THE PREMISE THAT THE PUBLIC SCHOOLS BELONG TO THE PUBLIC AND EXIST AS INSTITUTIONS TO SERVE THEM, THEN WE SUBSCRIBE TO THE NOTION THAT THE PUBLIC MUST HELP DECIDE ON WHAT THEY WANT FROM THE SCHOOLS. THEY MUST BE INVOLVED IN ESTABLISHING THE OBJECTIVES AND POLICIES AND THEN DELEGATE TO THE PROFESSIONAL EDUCATORS THE PRIMARY RESPONSIBILITY FOR IMPLEMENTATION OF SAME.

FANTINI DESCRIBES AS THE PRIMARY SCHOOL COMMUNITY PARENTS, STUDENTS, TEACHERS AND SCHOOL ADMINISTRATORS. I WOULD ADD ONE ADDITIONAL GROUP TO THIS LIST THAT IS TODAY BECOMING MUCH GREATER IN NUMBER, NAMELY, THOSE ADULTS WHO DO NOT HAVE CHILDREN ENROLLED

IN THE PUBLIC SCHOOLS. PARTICIPATION ON THE PART OF THE VARIOUS LAY PUBLICS IS A RIGHT AND NOT A PRIVILEGE TO BE BESTOWED BY A BENEVOLENT SCHOOL BOARD OR SUPERINTENDENT. OBVIOUSLY, WE SHOULD CONCLUDE THAT THE LEARNER, TOO, HAS A RIGHT TO PARTICIPATE IN THE DECISION-MAKING PROCESS WHEN THE RESULTANT DECISIONS WILL AFFECT HIM.

IN A TIME WHEN TEACHERS ARE MORE COMPETENT AND WELL TRAINED THAN HAS EVER BEEN THE CASE AND WHERE THEY ARE MORE HIGHLY ORGANIZED IT WOULD BE ILL-ADVISED FOR THEM TO BE EXCLUDED FROM THE COMPREHENSIVE PLANNING THAT INCLUDES NEEDS ASSESSMENT.

FANTINI VOICED IT WELL WHEN HE NOTED, "THE OBJECT OF PARTICIPATION MUST BE DIRECTED TOWARD EDUCATIONAL ENDS - NOT POLITICAL ONES. HOWEVER, PARTICIPATION IN EDUCATIONAL REFORM IS A POLITICAL MEANS TOWARD EDUCATIONAL ENDS." IF THERE IS TO BE A PRIMARY VESTED INTEREST IT IS IMPERATIVE THAT IT BE THE LEARNER.

TODAY, AN ISSUE THAT IS RECEIVING MUCH ATTENTION IS ACCOUNTABILITY. WHEN THE VARIOUS EXTERNAL AND INTERNAL PUBLICS BECOME DISENCHANTED OR UNHAPPY WITH WHAT IS HAPPENING IN THE PUBLIC SCHOOLS THEY ARE PRONE TO WANT TO HAVE A LARGER OR MORE ACTIVE ROLE. THROUGH CONSULTATION

PARTICIPANTS ARE ABLE TO CONTRIBUTE INPUT TO THOSE WHO ARE GOING TO BE HELD ACCOUNTABLE. ONE CAN PARTICIPATE IN THE PROCESS OF DECISION-MAKING WITHOUT BEING THE FINAL AUTHORITY, ACCOUNTABLE FOR FINAL DECISIONS. HOWEVER, THE ONE WHO IS TO BE HELD ACCOUNTABLE SHOULD HAVE A BETTER IDEA OF WHAT IS EXPECTED OF HIM IF REPRESENTATIVES FROM THE VARIOUS PUBLICS ARE INVOLVED IN MAKING THE DECISIONS AS TO WHAT NEEDS TO BE DONE.

ARE LAY CITIZENS WILLING TO ASSIST LOCAL SCHOOL BOARDS AND SUPERINTENDENTS? ARE THEY WILLING TO BECOME MORE ACTIVELY INVOLVED IN THE DECISION-MAKING PROCESS? ACCORDING TO THE RESULTS NOTED IN THE "EIGHTH ANNUAL GALLUP POLL OF THE PUBLIC'S ATTITUDE TOWARD THE PUBLIC SCHOOLS" PUBLISHED IN THE OCTOBER 1976 ISSUE OF "PHI DELTA KAPPAN", THE ANSWER IS A CLEAR, LOUD "YES". THE QUESTION ASKED WAS:

> SOME SCHOOL BOARDS HAVE APPOINTED CITIZEN ADVISORY COMMITTEES TO DEAL WITH A NUMBER OF SCHOOL PROBLEMS SUCH AS .....
>
> IF SUCH A PLAN WERE ADOPTED HERE (OR EXISTS HERE), WHICH OF THESE PROBLEMS WOULD YOU MOST LIKE TO DEAL WITH ON A CITIZEN ADVISORY COMMITTEE?

ONLY 10% OF THOSE INCLUDED IN THE SURVEY SAID THEY WOULD NOT LIKE TO SERVE ON SUCH A COMMITTEE OR COULD NOT MAKE UP THEIR MINDS. THIS SHOULD LEAD US TO CONCLUDE THAT AN EXTRAORDINARY NUMBER OF PERSONS IN A TYPICAL COMMUNITY IS SUFFICIENTLY INTERESTED TO BECOME INVOLVED IN COMMITTEE WORK THAT INVOLVES SCHOOL PLANNING. WE SHOULD CAPITALIZE ON THIS FACT.

WHY ENGAGE IN SUCH A COMPREHENSIVE PLANNING PROCESS?

IF WE AS LOCAL SCHOOL LEADERS ARE TRULY INTERESTED IN UPGRADING THE CURRICULUM WHICH INCLUDES STRENGTHENING THOSE PROGRAMS THAT ARE WORKING, ELIMINATING THOSE THAT ARE NOT, AND ADDING THOSE THAT RESEARCH DATA INDICATE ARE WORTHWHILE, IT BEHOOVES US TO INITIATE COMPREHENSIVE PLANNING. DUE TO LIMITATIONS ON FISCAL AND HUMAN RESOURCES, BY APPLYING NEEDS ASSESSMENT TECHNIQUES LOCAL SCHOOL DISTRICT DECISION-MAKERS WILLL BE BETTER ABLE TO ALLOCATE SCARCE RESOURCES AT BUDGET TIME.

ANOTHER SIDE BENEFIT COULD BE THE USE OF INFORMATION GLEANED FROM THE PLANNING WHEN APPLYING FOR GRANTS FROM THE STATE AND FEDERAL GOVERNMENTS OR FROM VARIOUS FOUNDATIONS.

CONCLUSION

BASED UPON THE POINTS I HAVE MADE IN MY REMARKS THE FOLLOWING CONCLUSIONS ARE NOTED.

1. THERE SHOULD BE A BROAD SPECTRUM OF PEOPLE FROM THE ENTIRE SCHOOL COMMUNITY INVOLVED IN ALL THE PROCESSES FROM GOAL DETERMINATION THROUGH EVALUATION. THIS SHOULD INCLUDE THE VARIOUS EXTERNAL PUBLICS AS WELL AS TEACHERS, ADMINISTRATORS AND STUDENTS.
2. THIS PROCEDURE ENABLES A SCHOOL SYSTEM TO DETERMINE TO WHAT EXTENT IT IS CARRYING OUT ITS STATED PHILOSOPHY OF EDUCATION AND TO WHAT DEGREE THE GOALS ARE BEING MET BY THE EXISTING PROGRAM.
3. IT RESULTS IN SCHOOL DISTRICT REPRESENTATIVES DISCUSSING VARIOUS ALTERNATIVES FOR BRIDGING THE GAP BETWEEN "WHAT SHOULD BE" AND "WHAT IS". HOPEFULLY, THE BEST ALTERNATIVES WILL BE SELECTED AND IMPLEMENTED.
4. IT ASSISTS THE LOCAL DECISION-MAKER IN THE ALLOCATION OF HUMAN AND FISCAL RESOURCES.